

Name _____

Period _____

Research Paper Requirements

- 3 secondary sources of scholarly research
- 1(minimum) primary source (your work of literature by an author)
- Use 3rd person
- Claim
- Transitions
- Formal writing
- Works cited
- 2-4 typewritten pages
- Typed works cited page
- 4 total The primary source (the work itself)
- At least 3 other secondary sources (scholarly from Pope Media Resources)
- ALL sources MUST have a credible author
- Minimum 6 secondary quotes/paraphrase from literary criticism
- Minimum 3 direct quotes from the primary source
- 4-8 paragraphs
- Your research must be documented parenthetically
- Lead-ins
- you must have summarized and/or paraphrased material documented as well.
- You may only use material from Gale Research through the Pope High School media resources. No material from sparknotes, cliff's notes, novelguide, Wikipedia, Shmoop, blogs, etc., will NOT be allowed.
- Expository or Persuasive
- Formal Language

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11th Grade Research Paper: Scoring Guide

	4.5 - 5 Full Command	3.5 - 4 Consistent Control	2.5 - 3 Sufficient Control	1.5 - 2 Minimal Control	1.0 - 1< Little or No control	Weight Value	Points Earned
Ideas and Organization <ul style="list-style-type: none"> • Thesis • Supporting Evidence/ Commentary • Specific, Relevant Details • Awareness of Purpose • Introduction/ Conclusion • Topic Sentences • Body Paragraphs • Sequence of Ideas • Effective Transitions • Coherence • 6 quotes from research • 3 quotes from primary 	Student fully and skillfully develops a coherent thesis, incorporates thorough and appropriate commentary, conveys clear and strong awareness of purpose and audience, successfully and consistently groups ideas in a logical manner to maintain coherence, applies effective and varied transitions, incorporates engaging and non-repetitious introduction and conclusion	Student fully develops a coherent thesis, incorporates appropriate supporting commentary, conveys clear awareness of purpose and audience, effectively groups ideas in a logical manner to maintain coherence, applies varied transitions, and incorporates non-repetitious introduction and conclusion.	Student adequately develops a coherent thesis, incorporates supporting commentary, conveys awareness of purpose and audience, groups ideas in a logical manner to maintain coherence, applies transitions, and incorporates introduction and conclusion.	Student minimally develops a coherent thesis, minimally incorporates supporting commentary, conveys minimal awareness of purpose and audience, attempts to group ideas in a logical manner to maintain coherence, minimally applies transitions, and incorporates introduction and conclusion.	Student does not develop a coherent thesis, does not incorporate supporting commentary, does not convey awareness of purpose and audience, fails to group ideas in a logical manner to maintain coherence, does not apply transitions, and does not incorporate introduction and conclusion.	X 8	
Style <ul style="list-style-type: none"> • Sentence Variety • Sentence Combining • Word Choice • Audience Awareness • Elements of Discourse • Rhetorical Devices 	The writer utilizes carefully crafted phrases to create a sustained scholarly tone and authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The overall effort is incomplete or too brief.	X4	
Conventions and Mechanics <ul style="list-style-type: none"> • Sentence Structure • Subject/Verb Agreement • Pronoun Usage • Punctuation, Spelling, Capitalization • Proofreading • Standard Word Forms 	The student demonstrates full command of the conventions of written English language. No errors are evident. Extensive proofreading is evident.	The student demonstrates broad knowledge of the conventions of written English. Errors are minor and do not interfere with meaning. Proofreading is evident.	The student demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning but are not distracting. Some proofreading is evident.	The student demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning. Proofreading was inadequate	The student lacks understanding of the conventions of written English. Errors are pervasive. The responsive is incomplete or too brief. Little or no proofreading is evident.	X4	
Documentation and MLA Format <ul style="list-style-type: none"> • Incorporation of primary and secondary sources • Use of lead-ins • Use of in-text citations • Construction of Works Cited • Correct use of MLA Format • Application of summarizing and paraphrasing skills 	Student successfully incorporates thorough and appropriate supporting evidence, utilizes correct MLA format and documentation techniques, and demonstrates complete understanding of explaining ideas using primary and secondary sources	Student incorporates appropriate supporting evidence, utilizes correct MLA format and documentation techniques, and demonstrates understanding of explaining ideas using primary and secondary sources	Student incorporates supporting evidence, utilizes correct MLA format and documentation techniques, and demonstrates understanding of explaining ideas using primary and secondary sources	Student minimally incorporates supporting evidence, attempts to utilize correct MLA format and documentation techniques, and demonstrates partial understanding of explaining ideas using primary and secondary sources	Student does not incorporate evidence, nor utilizes correct MLA format and documentation techniques, and does not demonstrate understanding of explaining idea using primary and secondary sources	X4	

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